DOCUMENT RESUME

ED 135 736 SP 010 782

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TITLE Systems Approach to Evaluation.
PUB DATE 77
NOTE 24p.; Paper presented at the American Association of Colleges for Teacher Education Conference (Chicago, Illincis, March 1-4, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Educational Legislation; Evaluation Criteria; Evaluation Methods; *Instructional Improvement; *Personnel Evaluation; *Systems Approach; *Teacher Evaluation

ABSTRACT

An effective personnel evaluation system should contain ten components: (1) an introduction including the selection and composition of the committee that develops the program and the procedures used in its development; (2) a philosophy of evaluation based upon an assessment of the teaching environment of the district; (3) a listing of the purposes of the evaluation and the goals these purposes purport to accomplish; (4) a scope--the personnel to be evaluated, the evaluators, length of the evaluation session, and frequency of evaluations; (5) criteria for assessing competencies including what is to be considered in the evaluation; (6) a schedule including a timetable indicating dates for orientation pre-conference, formal evaluation, post-conference, and appeal; (7) procedures for appeal including how the appeals committee is to be determined and the procedures for appealing the results of an evaluation; (8) administration--retention, disposition, and security of the completed evaluations, responsibilities of the evaluators, and alternate methods of evaluation if available; (9) the evaluation instrument-- an explanation of the rating scale and each item on the evaluation instrument, a copy of the instrument, and provisions for indicating both strengths and weaknesses of the evaluatee; and (10) in-service and follow-up--suggested ways of improving weaknesses, a timetable for reevaluation, and criteria used in the reevaluation. Each of these components is described and detailed in a flow-chart; and a sample schedule and case study are included along with various evaluation forms. (MM)

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ED135736

SYSTEMS APPROACH TO EVALUATION

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Instructional improvement begins with an effective program of personnel evaluation and staff development. School districts cannot expect much improvement until they develop a valid system. The most effective system is one having input from the various levels of personnel to be evaluated and tailored to meet the needs of the local district. Laws in many states requiring evaluation of personnel require each school district to appoint a committee composed of both instructional and administrative personnel to develop their own programs based upon local conditions. Thus in one way or another teachers and administrative personnel have been or can expect to be involved in developing an evaluation system.

Each evaluation system contains a number of subsystems. Today I am going to develop a model and a rationale to indicate the major components in an effective personnel evaluation system.

1. PHILOSOPHY OF EVALUATION. Every effective system of personnel evaluation begins with the development of a philosophy of evaluation and teacher performance. This philosophy is the rationale upon which the entire evaluation program is based. It must consider a number of important items.

a. Teaching environment. The teaching environment depends upon the community, the school, and student characteristics. It includes an assessment of such items as the economic and social conditions of the community, the kinds of students enrolled; and the financial support, staff, and facilities of the school.

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b. Strategies for evaluation. Currently the most prevelant strategies or approaches in evaluation of teacher competencies are (1) teacher effectiveness as measured by student growth or changes; (2) teacher performance as indicated by teacher behavior; and (3) simulated teaching performances.

(1) Evaluating teachers based upon student changes. Measuring student growth as a means of evaluating teacher competencies has gained wide appeal among the lay public. However, no evaluation expert can defend the practice. This technique presents a number of difficulties. It requires defining what changes are desirable and determining means of measuring them. It includes the use of some kinds of pre-test and post-test measuring devices. It suggests that if the changes in these test scores are increased, the teacher is capable and effective. If the gains are small or decreases occur, the opposite conclusion is often drawn.

Another concern deals with determining the amount and kind of influence the teacher has had in student changes. It is almost impossible to determine who and what is responsible for student growth. Was it the teacher, the home, or the level of maturation of the student? James Coleman in his monumental study of 600,000 children reported that home environment is more important than the school in student achievement. Benjamin Bloom discovered that the most important period for intellectual development and academic learning is prior to school age. As a student progresses through school, behavior modification becomes more difficult. It seems reasonable to expect that some characteristics of pupils grow slowly enough that change would not be measurable during a school year. Studies indicate that children from the lower

socioeconomic groups change at a slower rate and make lower scores on standardized tests.

In spite of repeated warning against using standardized tests scores made by students as a measure of teacher performance, school districts continue to use them. After ten years of successful teaching one teacher was not reemployed by her school district because of the low scores made by her students on two standardized tests. The district court ordered her reinstated but the U.S. Circuit Court of Appeals reversed the decision, stating that evaluating teachers on the basis of student test scores is a reasonable exercise of a school board's authority.

(2) Evaluating the teaching behavior. Because of the difficulties involved in evaluating teachers through student behavior modifications, a more prevalent approach is assessing teacher behavior. This approach also presents problems. Research shows that a teacher may be effective because of one or a number of different traits--the way he conducts class, his effect on the personality of students, leadership in school activities. Often a teacher may possess a limited number of traits and still be effective.

It is also difficult to determine which characteristics of the teacher are related to successful teaching. In appraising the teacher it is necessary to assess the behavior of the teacher and compare it to behavior thought to be related to student development. However, no conclusive evidence exists which shows a positive relationship between a teaching behavior and the learning of a child.

Assessing teacher behavior presents difficulty in interpretation. For example, when has a behavior been measured? Is it when the teacher has

demonstrated it before a class, enabling an evaluator to check it off? Or can the behavior be validated only through a behavioral change in the student?

In spite of the defects, this approach is the one most widely used. The basic ingredients of this strategy include a rating scale listing relevant classroom behavior. Since no standard rating scale exists, each district must develop its own. The scale must be consistent with the philosophy of evaluation.

This technique requires trained observers or evaluators and a high degree of self-evaluation. Evaluators and evaluatees must be trained in interpretation of the rating scale. For example, the evaluation check list might contain: "clarity of presentations and explanations." How is it to be interpreted by the evaluator and the evaluatee?

(3) Simulated teaching performances. A third strategy for evaluating teacher performance is the use of simulated teaching situations. The Popham-McNeill-Miller (PM^2) approach is well known. It requires a teacher to teach a topic handed to her a few days in advance to a group of randomly selected students. Scores made by students on a pre-test and a post-test are instrumental in determining teacher effectiveness.

Dr. Gene V. Glass of the University of Colorado gave a careful evaluation of these three approaches which is available in Mandated Evaluation of Educators, edited by N. L. Gage.

Another important item included in the evaluation philosophy is who is to be involved in the assessment. Every system must provide opportunities for self-evaluation by the evaluatee. Others such as department chairman, supervisors, principals, students, superintendents who are to be formally and systematically

involved in assessing competencies should be specified.

The philosophy of evaluation must indicate the sources of input data to be considered in the evaluation: classroom observations, student questionnaires, student achievement data, community activities.

2. GOALS AND SCOPE OF PERSONNEL EVALUATION. The general purpose of personnel evaluation is the improvement of instruction and the educational program. More specificly evaluation may be designed:

a. To encourage professional growth and improve the efficiency of all professional personnel.

b. To serve as a basis for planning in-service education.

c. To provide information necessary to support recommendations concerning employment, promotions, salary increments.

The scope of an effective evaluation program must include the assessment of all personnel. It may place special emphasis upon the new employee, the employee beginning in the system, and the employee needing assistance. It indicates the devices to be used: observations, conversations, interviews, conferences, and other techniques designed to supply primary information. Both peer groups and students may be included.

In all instances the goals and scope of the evaluation must be known and understood by the evaluatee.

3. CRITERIA FOR ASSESSING COMPETENCIES. The criteria selected for employee evaluation must be in accord with stated curriculum objectives and the philosophy of evaluation (teacher role definition). The evaluative devices must be capable of being administered in a reasonable time period. The evaluation program must provide devices which are useable for critical self-evaluation and for evaluation by the evaluator. Criteria upon which the evaluation is to be based should be

indicated in specific terms. Does it include the evaluatee's community services, cocurricular activities, in-service record, and the degree to which students attain objectives set by teacher?

4. SCHEDULE FOR ADMINISTRATION. The effectiveness of the evaluation program depends to a great extent upon effective administration. Establishing an evaluation schedule is of utmost importance. Timetables should be prepared for new and beginning employees and for other employees. They should contain a schedule and other pertinent information concerning the evaluation.

a. Orientation. The schedule must include an orientation to the evaluation system, including explanations of the substantive and procedural nature of the program, presentation of the evaluation schedule, and a copy of the program.

b. Evaluation schedule
   (1) Orientation prior to opening of classes
   (2) Initial assessment
   (3) Interim assessment
   (4) Appeal Committee meetings
   (5) Yearly progress report

The in-service education program for an individual is based upon the interpretation of the evaluation data and contains a number of important steps.

5. ASSESS TEACHER COMPETENCIES. Teacher competencies must be evaluated in terms of expected teacher performance as expressed in the philosophy of teacher role definition previously adopted. Techniques of assessment must include a variety of evaluative devices--observation, check sheets, interviews with students and peer groups. Both behavioral and supplementary (informal) evidence must be considered.

6. IDENTIFY TEACHER NEEDS. Teacher needs can most effectively be determined through evaluations by the evaluatee (self-analysis) and by the evaluator. A consensus concerning needs is reached through conferences and discussions.

7. DEVELOP IN-SERVICE EDUCATION IN TERMS OF TEACHER NEEDS. In-service education must be based upon individual rather than group needs. The program must include a variety of ways to increase proficiency--reading, travel, workshops, seminars, specialized credit and noncredit courses, regular graduate courses.

8. DETERMINE TRAINING PRIORITIES. Needs do not have to be ranked but must be arranged in some order of priority. Meeting some needs may be short-ranged while others may require a longer period to be accomplished. First consideration must be given to remedying the deficiencies which seriously handicap the evaluatee in the performance of duties.

9. ESTABLISH CRITERIA TO DETERMINE WHEN NEEDS ARE MET. Training programs must not only indicate needs and priorities of needs but must include criteria to show when needs are met. Criteria may vary widely, but the most effective ones include evaluator observation and examination of the areas of deficiencies.

10. DEVELOP SCHEDULE FOR COMPLETION OF PROGRAM. The time schedule for completion must be reasonable and include resources readily available. Some needs may be readily correctable while others may require longer periods. Serious deficiencies in preparation may require complete retraining in certain areas.

11. PERFORM THOROUGH EVALUATION. After the in-service program has been developed for the individual, the schedule followed, and the program completed, the evaluator must perform a thorough evaluation of the in-service education program. The major purpose of this thorough evaluation is to determine the effectiveness of the in-service program in improving competencies in the predetermined

areas. The in-service program must be evaluated in terms of the objectives it was designed to accomplish.

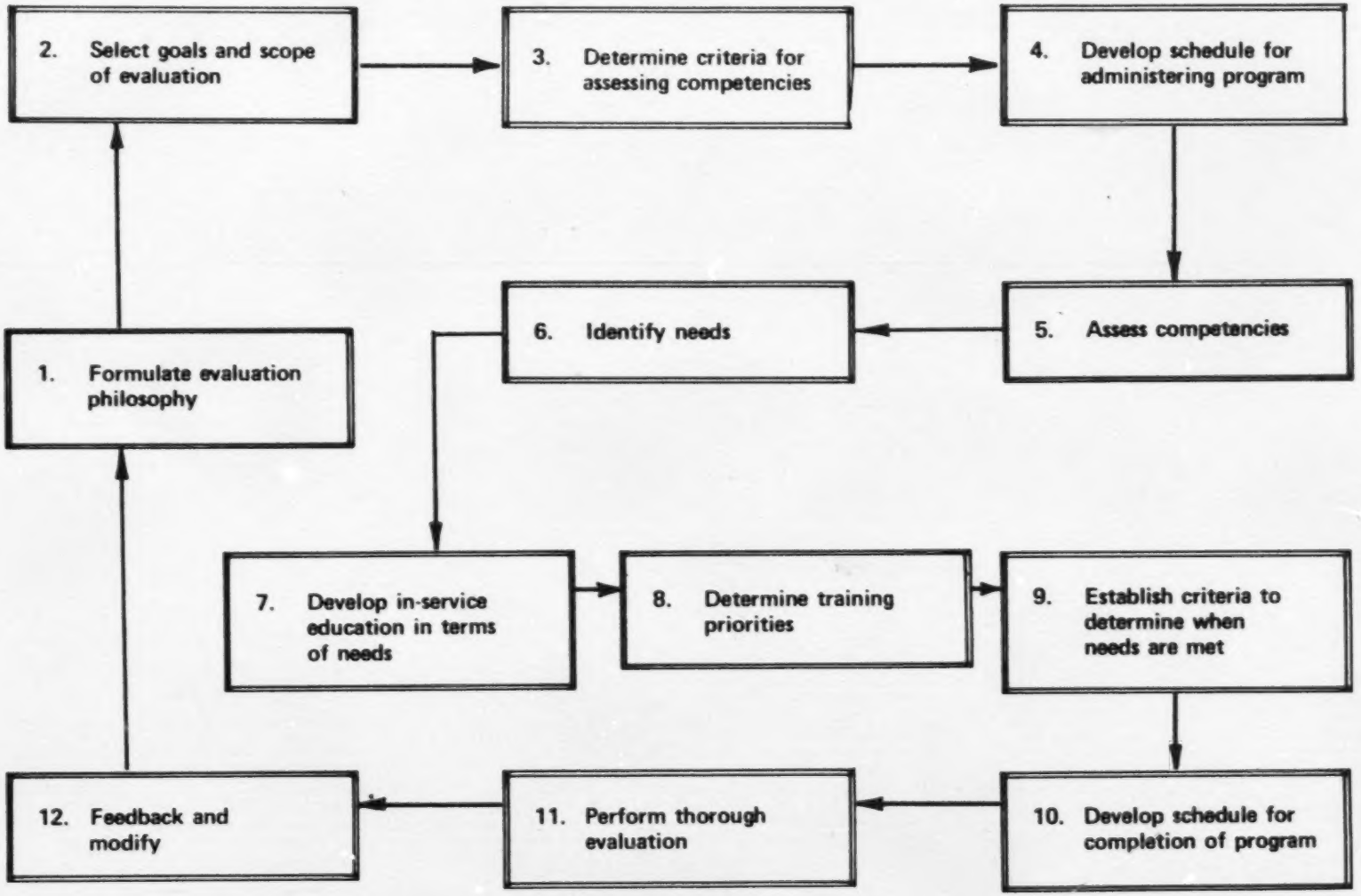
12. FEEDBACK RESULTS AND MODIFY. The major purpose of the in-service program is to improve teacher competencies. When this goal has not been met, the program must be modified and redesigned.

During the 1960's school districts devoted considerable time and resources to teacher recruitment necessitated by excessive teacher turnover. Now that the teaching force has become less mobile, school districts must redirect their efforts to upgrading and retraining teachers currently employed. Schools cannot begin this laborious process of upgrading and retraining until they have developed a valid system of evaluation. The tragedy of the decade is that school districts which devote so much time in testing students spend so little time in testing themselves.

Valid assessment is an important legal right of teachers. The majority of the court cases dealing with the violation of teacher rights stem from inadequate evaluation. The pathway to the courts is paved with unsuccessful attempts to dismiss teachers based upon invalid information. School districts have spent thousands in court costs while investing pennies to improve their personnel evaluation system.

Almost every aspect of education is being criticized. Taxpayers are critical of being asked to increase financial support when economic conditions are unstable. Schools are told to correct inequities in education and educational opportunities. Students are condemning education for not meeting their needs. Though the public continues to express a high degree of confidence in its schools and in teachers, each survey indicates a decrease in percentage points.

More effective evaluation is long overdue. It could be the greatest single factor in improving instruction and our entire educational system.


2. Select goals and scope of evaluation
3. Determine criteria for assessing competencies
4. Develop schedule for administering program
5. Assess competencies
6. Identify needs
1. Formulate evaluation philosophy
7. Develop in-service education in terms of needs
8. Determine training priorities
9. Establish criteria to determine when needs are met
12. Feedback and modify
11. Perform thorough evaluation
10. Develop schedule for completion of program

SYSTEMS APPROACH TO EVALUATION AND IN–SERVICE EDUCATION

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PROFESSIONAL PERSONNEL EVALUATION PROGRAM

Development Criteria

An effective personnel evaluation system should contain the following sections:

A. INTRODUCTION

This section should include the selection and composition of the committee which develops the program and the procedures used in its development.

Criteria #1.

The composition of the committee should be representative of the various levels of personnel to be evaluated and selected by those to be evaluated.

B. PHILOSOPHY

This section should state the philosophy of evaluation which has been based upon an assessment of the teaching environment of the district.

Criteria #2.

The evaluation program must be based upon the philosophy of evaluation.

C. PURPOSES

This section lists the purposes of evaluation and the goals these purposes purport to accomplish.

Criteria #3.

The primary purpose of evaluation is improvement of instruction.

D. SCOPE

This section lists the personnel to be evaluated; who will perform the evaluations; how long each evaluation session will be; and how often evaluations are to be made.

Criteria #4.

Different time schedules for evaluating beginning and new personnel in the system and for experienced personnel should be considered.

E. CRITERIA FOR ASSESSING COMPETENCIES

This section should include what is to be considered in the evaluation: check list, lesson plans, student evaluations.

Criteria #5.

The program should emphasize self-evaluation.

F. SCHEDULE

This section should include a time table indicating dates for orientation, preconference, formal evaluation, post-conference, appeal.

Criteria #6.

The program must provide a schedule for evaluation and follow-up for each individual.

Criteria #7.

South Carolina Law 1099 contains important schedule dates which must be observed.

G. PROCEDURES FOR APPEAL

This section must include how the appeals committee is to be determined and the procedures for appealing the results of an evaluation.

Criteria #8.

The composition of the appeals committees should be representative of the personnel evaluated.

H. ADMINISTRATION

This section should indicate such items as retention, disposition and security of the completed evaluations; responsibilities of the evaluators; and alternate methods of evaluation if available.

Criteria #9.

The evaluation system must provide for an orientation to acquaint evaluators and evaluatees with the program.

I. THE EVALUATION INSTRUMENT

This section should include an explanation of the rating scale and each item on the evaluation instrument; a copy of the instrument; and provisions for indicating both strengths and weaknesses of the evaluatee. The meaning of the evaluatee's signature should be indicated, i.e. discussed and concurs or discussed but not necessarily concurs.

Criteria #10.

The instrument must provide for opportunities to identify areas of strengths and areas needing improvement.

J. IN-SERVICE AND FOLLOW-UP

This section should indicate suggested ways of improving weaknesses, a time table for reevaluation, and criteria used in the reevaluation.

Criteria #11.

In-service education should be based upon the assessment of the evaluatee.

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Sample Schedule for Teacher Evaluation

Date	Evaluator (Principal)	Evaluatee
August 26	Orientation to evaluation program. Appointment of appeals committee members. Present time schedule	Election of appeals committee members
August 26 - September 20		Self-evaluation
September 23	Evaluate teacher Conference Sign evaluation report	Mary Smith 9:00-10:30 Mary Smith 2:30 Sign evaluation report
September 23- December 2		Correction of deficiencies Self evaluation
December 3	Evaluate teacher Conference	Mary Smith 10:30-12:00 Mary Smith 2:30 Disagreement on report Appeal to appeals committee
February 10	(Appeals committee meeting)	
April 15*	Final day for written notice of teacher contract from Board of Trustees or designate	
April 21*		Final day to reply to contract notification
April 30		Last day (15 days after April 15*) to appeal dismissal
Aug. 15*	Last day to notify teacher of assignment	

* These dates indicated by law ~~(illegible)~~ 1099

SAMPLE CASE STUDY

MARY SMITH

Assessment of Competencies (criteria and devices)

1. Self-evaluation using evaluation criteria
2. Observation by evaluator using written instrument
3. Examination of teaching guide, student handouts, tests
4. Conference between evaluatee and evaluator
   (All criteria viewed constructively toward improvement)

Identification of Needs

1. Needs indicated by evaluator
2. Needs indicated through self-evaluation
3. Specific needs
   a. Subject area - weak in application of Ohm's law to printed TV circuitry.
   b. Methodology - poor in challenging students with high achievement ability.

In-service Program

1. Subject area -
   a. Read more widely in professional journals
   b. Use recent reference materials in the library
   c. Visit manufacturing plant
   d. Enroll in course at nearby University
2. Methodology
   a. Investigate methods of program planning and teaching high achievers
   b. Obtain copies of individualized instruction programs
   c. Develop multi-level materials for students
   d. Use students to teach other students

Training Priorities

1. Subject area - methodology
2. Short-range goal
   a. Using teacher's guide for next unit, investigate applications and recent developments
   b. Plan multi-level materials for units
3. Long range goal
   a. Read recent books in subject area
   b. Examine various kinds of programed instruction
   c. Review course objectives and rewrite
   d. Take course at nearby University in subject area and in curriculum development.

Criteria to Determine When Needs Are Met

1. Conference to determine progress
2. Visit classroom to recheck these points
3. Examination of new lesson plans, tests, handouts
4. Registration for courses at nearby college

Schedule for Completion of Program

1. Immediate reemphasis in course include applications and recent developments (December 3)
2. Develop activities for high achievers (December 3)
3. Visit manufacturing plant (Thanksgiving break)
4. Registration for courses (Spring semester or Summer)

Evaluation of System

1. Review over-all evaluation
2. Select weaknesses (example, subject area, methodology) for analysis
3. Review in-service recommendations and criteria
4. Compare progress to completion schedule
5. Conclusions
   a. Visit to plant not long enough to be beneficial
   b. In-service training needed in area of writing objectives

Feed Back and Modify

1. Evaluation and in-service system effective
2. Longer visit to manufacturing plant
3. Plan school in-service program in educational taxonomy

SCHOOL DISTRICT OF STONE COUNTY

Any City, South Carolina

TEACHER EVALUATION

A. Purposes of Evaluation

The School District of Stone County believes that teacher evaluation should serve the following purposes:

1. To improve instruction
2.
3.
4. etc.

B. Scope of Evaluation

Who is to be evaluated? How often for (1) beginning teachers (2) teachers new to system (3) experienced teachers in the system.

C. Criteria for Evaluation

What is to be included in evaluation?

1. The check list or instrument only?
2. Student evaluations?
3. Lesson plans?
4. Professional development report?

D. Schedule for Evaluation

1. First week of September	Orientation; evaluation guide given to teachers for self-evaluation
2.	
3.	
4.	
5.	

E. Procedures for Appeal of Evaluation Results.

TEACHER EVALUATION FORM

Name _____ Date _____

School _____

Directions	Rating Scale

Example #1

	Scale 1	2	3	4	5
A. Personal qualities	0		A		U
1. Exemplifies personal neatness	1	2	3	4	5
B. Professional qualities					
7. Cooperates in supporting school policies	1	2	3	4	5
C. Professional Growth					
3. Utilizes new ideas to improve teaching techniques	1	2	3	4	5
F. Relationship with others	1	2	3	4	5
2. Uses contacts with parents to build strong working relationships and positive community attitudes toward the schools					

Example #2

Scale

Teacher

Suggests a variety of tasks and resources to meet individual requirements of pupils — Examples

Pupils

Are skillful at using a variety of resources and participating in different kinds of tasks — Examples

Example #3

	Scale Yes	No
Demonstrates wide and growing knowledge of the subject	____	____
Dresses in manner acceptable to students and members of the community	____	____

Areas of Strength

Areas Needing Improvement

* Teacher's signature _____

* Evaluator's signature _____

Date _____

*(Use footnote to indicate meaning of signatures i.e. teacher has seen and agrees or teacher has seen but not necessarily concurred.)

Name _____ Date _____

School _____

IN-SERVICE PROGRAM

1. Areas needing improvement

2. Suggestions for improvement

3. Schedule for completion of in-service

4. Re-evaluation

5. Signatures of evaluatee and evaluator

6. Date

CRITERIA FOR ASSESSING A PERSONNEL EVALUATION SYSTEM

	Yes	No
1. COMMITTEE		
(a) Does the composition of the committee responsible for developing the evaluation program represent the various levels of personnel who are to be evaluated?		
(b) Have the various levels of personnel who are to be evaluated participated in the selection of the committee?		
(c) Has the committee been given instructions concerning its responsibilities and the procedures to be followed in developing the program?		
(d) Has the committee been given a time schedule for the development and the evaluation of the system?		
2. EVALUATION PHILOSOPHY		
(a) Does the evaluation system contain a rationale for the evaluation program?		
(b) Has a comprehensive assessment of the teaching environment been completed prior to developing the evaluation system?		
(c) Have the evaluation strategies been based upon an analysis of the teaching environment?		
(d) Are the sources of input data into the evaluation system broad enough to insure effectiveness of the program?		
(e) Are the roles of the personnel involved in executing the evaluation program clearly delineated?		
3. GOALS OF EVALUATION		
(a) Are the objectives of the evaluation program clearly defined?		
(b) Does the evaluation system provide the means for achieving the objectives?		
4. SCOPE OF EVALUATION		
(a) Does the evaluation program specify who is to be evaluated?		
(b) Does the evaluation system include a schedule for evaluation and follow-up?		

	Yes	No
5. CRITERIA FOR ASSESSING PERFORMANCE (a) Does the evaluation program specify the devices and instruments to be used in the evaluation program?		
(b) Does the program provide for self evaluation?		
6. EVALUATION INSTRUMENT (a) Does the evaluation instrument provide for gradation of competencies?		
(b) Does the instrument provide for opportunities to identify areas of strengths and areas needing improvement?		
(c) Does the instrument indicate the conditions attached to evaluator and evaluatee signatures?		
(d) Does the instrument include performance criteria indicators?		
(e) Does the system provide for the validation of each predictor (item) on the instrument?		
7. IN-SERVICE AND FOLLOW-UP (a) Does the evaluation program provide for in-service programs based upon the assessment of evaluatee?		
(b) Does the in-service program provide for a schedule of in-service completion and reevaluation of evaluatee performance?		
8. PROGRAM ADMINISTRATION (a) Does the system provide for orientation to acquaint evaluators and evaluatees with the program?		
(b) Does the evaluation program provide for a system of appeals?		
(c) Does the program provide a system for retention, disposition and security of evaluator ratings?		
(d) Does the program provide for evaluation and modification of the system?		
(e) Does the program provide for alternate methods of evaluation?		
(f) Does the system provide for distribution of the evaluation program to each person involved in evaluation?		

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EVALUATION CHECK LIST FOR ADMINISTRATORS

1. PROGRAM ADMINISTRATION	
(a) Study the evaluation program prior to orientation	
(b) Analyze carefully the interpretation of the evaluation instrument	
(c) Plan evaluation sessions in advance	
2. ORIENTATION SESSION	
(a) Provide each evaluatee with a copy of the evaluation program	
(b) Explain the evaluation system in detail	
(c) Emphasize the purposes of evaluation	
(d) Provide each evaluatee with a schedule indicating time of preconference session	
(e) Indicate all criteria to be used in the evaluation	
(f) Stress importance of evaluatee making self evaluation prior to scheduled session	
3. PRECONFERENCE SESSION	
(a) Plan evaluation schedule indicating time and length of evaluation session	
(b) Discuss criteria to be evaluated in detail (lesson objectives, lesson plans)	
4. INITIAL EVALUATION SESSION	
(a) Become familiar with teaching session prior to visit	
(b) Refrain from spending listening time in writing notes	
(c) Maintain a positive constructive partnership attitude	
(d) Schedule post-conference as soon after session as possible	
5. POST-CONFERENCE SESSION	
(a) Review evaluation session and records prior to post-conference	
(b) Arrive cooperatively at the identification of needs	
(c) Develop cooperatively in-service education program	
(d) Establish criteria to determine when needs are met	
(e) Schedule a follow-up reevaluation session	

6. REEVALUATION SESSION

(a) Review case under consideration with emphasis upon enumerated needs and criteria	
(b) Follow the agreed upon criteria to determine if deficiencies have been removed	
(c) Reassess the in-service program	

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